DOCUMENT RESUME

ED 407 458 UD 031 694

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TITLE	Human Capital or Cultural Capital? Ethnicity and Poverty Groups in an Urban School District. Social Institutions and Social Change Series.
REPORT NO	ISBN-0-202-30524-4
PUB DATE	96
NOTE	216p.
AVAILABLE FROM	Aldine de Gruyter, A Division of Walter de Gruyter, Inc., 200 Saw Mill River Road, Hawthorne, NY 10532 (paperback: ISBN-0-202-30524-4, $22.95; clothbound: ISBN-0-202-30523-6, $42.95).
PUB TYPE	Books (010) -- Reports - Evaluative (142)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Disadvantaged Youth; Elementary Education; Elementary School Students; *Ethnicity; *Human Capital; Inner City; Language Skills; Low Achievement; Parent Influence; *Poverty; *Reading Skills; Thinking Skills; Tutorial Programs; Tutoring; *Urban Schools
IDENTIFIERS	*Cultural Capital; *Dallas Independent School District TX

ABSTRACT

An intervention designed to increase the reading skills, habits, and styles of low-performing elementary school students was implemented in the Dallas Independent School District (Texas). The issues surrounding implementation illustrate many of the problems of inner-city schooling and disadvantaged students and offer some solutions. The Reading One-One tutoring program was developed with the Reading Recovery and Success for All programs successfully used in other districts as models. The discussion attempts to integrate paradigms of human capital and human culture to create a new paradigm that defines culture as skills, habits, and styles and posits a view in which parental skills, habits, and styles determine the cognitive skills of their children. The first two chapters examine human capital and human culture and cognitive skills. Chapter 3 demonstrates the important role of family linguistic culture in a child's cognitive skill development, and Chapter 4 shows how cognitive skills determine future earnings. Chapters 5 through 9 use data from the Dallas schools to analyze the ways in which cognitive skills, habits, and styles determine coursework mastery and grades. Part III focuses on intervention, reporting on the development and implementation of Reading One-One. An appendix discusses the methodology of constructing a table of reading comprehension scores for intervention students. (Contains 4 figures, 45 tables, and 187 references.) (SLD)

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